

# LETHBRIDGE PRIMARY SCHOOL

## Music Policy 2017

### Aims and Objectives

Music education promotes high level intellectual and physical attainment and evokes deep emotional and aesthetic response, stimulating processes of thinking which require high levels of accuracy and precision. By following the National Curriculum for Music we intend to develop a child's musical ability encompassing:

- φperforming skills
- φcomposing skills
- φlistening and appraising skills
- φnotation skills

In addition to developing musical ability, sound music education has implications in other areas. We see the child, through music, as being able to:

- φdevelop physical and mental co-ordination
- φdevelop precision thinking
- φrefine decision-making capability
- φdevelop reasoning skills
- φacquire listening skills
- φdevelop spatial awareness
- φgrow in self-esteem

The child will also learn :

- φto co-operate with others
- φto share with others in a common purpose
- φto value the work and achievements of others
- φto celebrate cultural diversity at home and throughout the world.

### Method

The National Curriculum for Music is delivered through our school Scheme of Work. This Scheme of Work is based on an aural/vocal approach. Through this it is intended that every child be given the opportunity to make the language of music his/her own, learning to control it with confidence. Our aim is to provide an education **in** music, not just **about** music.

## **Teaching and Learning**

Following the Scheme of Work, it is our intention that each child, as appropriate to his/her stage of vocal, intellectual and emotional development, will :

- φdiscover his/her singing voice and sing with quality
- φdevelop aural thinking
- φdevelop an ability to sing from memory
- φdevelop a facility for improvising and composing
- φdevelop the manipulative skills for playing percussion instruments
- φdevelop the ability to use and understand staff and other musical notations
- φdevelop an understanding of the history of music

In order to reach expectations, emphasis will be placed on constant reinforcement and consolidation.

## **Vocal Skills**

Within music lesson pupils will be encouraged to sing on their own and as part of groups. There will also be opportunities for children to experience the joy of singing in whole year groups or as part of a large group in assemblies, festivals and concerts. Out of school hours activities will include opportunities for all pupils from Year 3 to Year 6 to participate in music-making (subject to teacher availability). Special events, such as Music Festivals, may also include Year 2 children. When vocal tuition is booked through the Swindon Music Co-operative, this will be available for children from Years 2-6.

## **Instrumental Skills**

Opportunities to play percussion instruments will be given in lessons through the Scheme of Work. By booking lessons through the Swindon Music Co-operative, children have the opportunity to have tuition in one instrument or voice with a peripatetic teacher from Yr3 onwards. Peripatetic tuition may be extended to Yr2 for instruments suited to younger children (e.g. piano and violin) if timetabling allows.

## **Listening Skills**

Listening to live music will be encouraged and live performances will be presented regularly. Musical achievement will be celebrated in assemblies given by pupils of the peripatetic teachers.

## **Monitoring and Assessment**

ϕ Learning in each level underpins the learning in all subsequent levels and is accumulative.

ϕ Assessment will be made against the learning objectives of the National Curriculum.

## **Resources**

Resources such as percussion instruments, song books, scheme support books and websites are available to staff to enable them to teach the Scheme of Work effectively.

## **Links with other subjects**

Where possible the teaching of music will be linked with other curriculum areas including the use of ICT. An appreciation of the history of music will mainly be developed through links with cross-curricular topic work.

## **Equal Opportunities and Special Needs**

Music is a good medium for communication between people of different cultures, ages and social backgrounds. Appropriate support will be given to children with special educational needs allowing them to develop their own musical skills.

## **The Role of the Co-ordinator**

ϕ To support teachers through the provision of resources.

ϕ To develop the curriculum and set in place such actions as may be required to fulfil the school development plan.

ϕ To ensure progression throughout the school.

**Approved by Governors Feb 2017**

**Review date February 2019**